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ABSTRACT

Addresses presented and workshop sessions held at a conference on the role of the community colleges in providing programs and services for the aged population are summarized. The addresses focused upon the potential of the community college in delivering educational services, the need for social re-entry of the aging, pre- and post-retirement training for the aging, the curriculum and methods for education for older adults, and services that can be provided by the community college. The six workshops were concerned with the following subject areas: Education and Training Approaches in Gerontology--Curriculum Development and Needs Assessment; Direct Educational Services (Pre- and Post-Retirement/Curriculum Development and Needs Assessment); Using the Elderly as a College and Community Resource--Availability and Placement; Legislation in the Aging Field--Implications for Education; Aging Agencies and Community Colleges--Leadership, Planning, and Financing; and Special Problems in Reaching the Aged--The Isolated, the Minority, the Poor. (DB)

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SUMMARY

STATE-WIDE COMMUNITY COLLEGE CONFERENCE ON GERONTOLOGY AND AGING PROGRAMS

November 30 - December 1, 1973, Airport Marina Hotel, Los Angeles

Sponsored by The California Junior College Association
(Committee on Instruction)

and

The Chancellor's Office, California Community Colleges

In cooperation with Bakersfield College and El Camino College

Charles R. Carlson, Ph.D., Bakersfield College, Conference Director

General Session

Gus Guichard (Vice Chancellor, Calif. Community Colleges) pointed out that the conference served the purpose of "filling a gap" in that, although California Community Colleges are to serve all people, only 20% are offering programs for the elderly, and 32% are only at the planning stage (these figures emerged as a result of the ACR 127 study). The potential of the community college is the delivery of an array of educational services (to both the aging themselves and the professionals-paraprofessionals) as well as the establishment of multi-purpose senior centers. To realize this potential, it is urged that colleges cooperate with community resources to assess needs and to coordinate efforts. The elderly. too, should be included in this effort.

Dr. James Peterson (Director of the Office of Liaison for the Ethel Percy Andrus Gerontology Center - USC) briefly mentioned the type of work being done at the Center: fifty researchers are involved in a revision of the 1960 Handbooks on Social Gerontology and Psychology of Aging (U. of Chicago Press); also, a new Handbook on the Biology of Aging is forthcoming. within a year.

The need for social re-entry of the aging was the theme of Dr. Peterson's address which revealed both the obstacles and the means to this end. Ours is a society which allows senility to be a self-fulfilling prophecy via an assumed image ("Be senile"). In truth, there is no mental decrement (with the exception, of course, of cerebral accident), and the wisdom of experience may in fact increase efficiency. Cerebral action may be slowed down, however, if cells and oxigenation decrease -- hence the need for mental stimulation, physical exercise, good nutrition (smoking and alcohol comsumption are extremely detrimental). Add to all the other negative factors the practice of forced retirement, and we have per year 10 billion wasted manhours.

(Dr. James Peterson, Cont.)

The task of educators is obvious. The suggested means of accomplishing it include: (1) plan and seek tax allocation; (2) utilize heavy volunteer commitment -- train volunteers and trainers for them; (3) develop new skills (hence careers) among the aging (e.g. paraprofessionals) for involvement and economic security; (4) provide counseling at both the pre- and post-retirement stages (seek the cooperation of industry).

The potential is that of creating "The Renaissance Man" who has the time and ability to study, reflect, appreciate, contribute.

Louis Kuplan (Chairman of the Senate Advisory Committee on Problems of the Aging) SEE ATTACHMENT FOR FULL ADDRESS

The "Learning Society" is one which allows participation and personal development of all age groups (ref. 1971 White House Conference) as opposed to the present emphasis on career training of the middle aged. Community colleges are in a strategic position to reverse this trend because they are flexible -- a community resource rather than institutions for training professionals or researchers.

The content of community college programs should include for the aging themselves pre- and post-retirement training with respect to aging processes and issues, and for those who work with the elderly, training which will enable them to do so successfully.

The community colleges should not become involved in service programs; instead, they should encourage other agencies (or help create new ones) to provide outreach programs for the aging who, as a result of these, may become on-campus students. . . memory and learning capability are not impaired unless disuse is a factor.

Dean Leroy Hixson, (AARP Institute of Lifetime Learning) pointed out that not money, but education, is the most essential ingredient of the good life, and since there is no age limit to memory (either recent or remote), and since mental activity contributes to longevity even more than does social activity (ref. G. B. Beard), learning throughout life is a crucial need. The community colleges can look to the Institute of Lifetime Learning as an example with respect to curriculum, methods, and function (consultative).

The implication is that, since public education garners vast resources (faculty, administration, visibility, talent, money), it should pick up the service aspect. Education for older adults includes, in addition to teaching, creating a comfortable and convenient learning environment, meeting needs and interests, arranging small peer groups. The curriculum should be balanced with courses which offer solutions to personal problems, humanities, political science, etc. The aging respond to issues which have relevance and which represent a common concern; to short non-credit courses free of exams and papers.

Keynote address - Andy Korim (AACJC Project on Aging) on Involvement and Adjustment.

Certain basic (negative) conditions, which reflect all levels of government -- hence society -- exist among the aged, despite social benefits (OAA and Soc. Security). We have at present a poor structure to render needed services . . . we lack a system to absorb trained people or to provide services adequately. The level of federal funding is inconsequential with respect to training of service-rendering personnel (OAA money does not provide for training, except in a short-term stop-gap manner), nor is there adequate institutional or commercial support. We must seek alternatives to the present system by mobilization of existing resources (commercial, volunteer, institutional), by integrating these into a total delivery system. The community colleges are the logical ones to do this -- should in fact be or at least be partners of area agencies on aging.

Community colleges might provide planning services, leadership in mobilizing volunteers and creating senior citizen organizations. They might also become involved in congregate meals, providing student companionship, escort services, surveillance services, multi-purpose senior citizen centers; upgrading service agencies, offering AA degree programs for parageróntology, counseling and guidance in retirement and pre-retirement. All of these services can and must be provided with existing funds.

Community colleges have the capacity for total service: the ability to make services a part of their regular program (to incorporate material with respect to aging part of the existing curriculum, to provide cultural programs, personal services, advocacy functions, work experience situations, volunteer opportunities), to localize services, to become involved in the community (which is becoming increasingly elderly). As for services to other agencies, they can provide facilities, act as brokers contracting with other agencies, provide student help (e. g. needs assessments, gap studies), and additional information services (can become information banks). In addition, day-care operations (which could provide work experience stations for students and volunteer opportunities for aging people) could be established.

In conclusion, community colleges should become committed to the needs of the aging. The initial steps for doing so include (1) re-examining the college philosophy (are the aged mentioned?), (2) introducing concepts of aging into the general curriculum, (3) providing the school paper with articles on aging, (4) orienting faculty and administration through workshops and in-service training, (5) providing curriculum with options for specialization in aging.

We should use existing resources and courses to apply to aging; provide leadership; collaborate with existing agencies and groups; help to make legislators aware of the need for additional funds -- we spend billions on youth, but there is a declining return from taxes as we age.

WORKSHOP A

EDUCATION AND TRAINING APPROACHES IN GERONTOLOGY -- CURRICULUM DEVELOPMENT AND NEEDS ASSESSMENT

Chairperson: Mrs. Elsa Bogosian, Merritt College
Resource Persons: Mr. Jack Harwell, Crafton Hills College
Dr. Ruth Weg, USC Gerontology Center
Ms. Lynn Stinson, Consultant

Issue: What are the possibilities for placement and/or advancement for those receiving gerontology training?

The need for manpower is very evident, increase in number of persons needing services is sure, but jobs at this time for graduates at every level, and particularly for first-level practitioners, are limited -- both in numbers and in recompense. One resource person suggested that students be educated for lateral movement into several of the human services, with specializations in fields related to gerontology. Education and training in the abilities and skills needed in all the helping professions can be obtained through work in core areas common to all the fields, as outlinedin, for example, Social Services: A Suggested Associate Degree Curriculum, obtainable from the Chancellor's Office, attention Mary E. DeNure. Supplemented by courses and field experience in specializations, students may qualify for a variety of positions. Future demands for graduates, for obvious reasons, are expected to increase.

Students of all ages can be attracted to courses in gerontology when aging is treated from the viewpoint of the developmental model and when concern for the aging is seen as a part of changing attitude toward the human condition in Western society.

On the practical plane, there is necessity for paying close attention to shifts in regulations governing qualifications for positions in the fields in which certification or licensing is involved. The Federal Register is one resource for that information.

Issue: How do we design an in-service training program for currently employed practitioners?

Community colleges can and should be responsible for vocational programs, preferably on an inter-disciplinary basis. The upgrading, particularly of first-level practitioners, through brief-term and continuing education programs, is already attested to by the hundreds of activity coordinators who enrolled in 36-hour training courses this past year. It seems incumbent on community colleges to meet the demand for these training and educational needs in the future as the State Board of Examiners enforces its intentions of requiring continuing education as a requisite for license renewal.

This presents a problem, despite our good intentions. With our limited personnel and financial resources, how can we maximize our abilities and productivity? Strategies and tactics will have to be developed for pooling resources, sharing information, and working collaboratively on instructional materials. Of prime

(Workshop A, Cont.)

importance is immediate initiation of methods for sensitizing staff members to healthier attitudes towards aging, and then incorporation into their courses content related to aging.

Requests from workshop participants for help with curriculum building clearly point to the need for collaborative work on curriculum development. Is it in order for us to suggest a Task Force on curriculum development? Also, there was an expressed need for work on certification.

Still another request from the group was for the provision of resources to help with the above-mentioned tasks -- resources are scattered. They need in some way to be gathered and made more readily available to the colleges, particularly to members of the teaching staff.

Above all, said some participants, let us remember whom all this is for: older persons who want to share in deciding both what they receive and the forms in which it is provided. In our haste we may overlook both honesty and tactics.

WORKSHOP B

DIRECT EDUCATIONAL SERVICES (PRE-AND POST-RETIREMENT -- CURRICULUM DEVELOPMENT AND NEEDS ASSESSMENT)

Chairperson: Dr. Jack Fiedler, Grossmont College
Resource Persons: Dr. Lee Swanson, El Camino College
Mrs. Miriam Paine, Bakersfield College

In addressing the issues raised in this workshop, the participants reported the procedures and methods of their own programs.

The possibilities of college involvement in offering direct services are limited only by the parameters set by human and material resources, imagination, and philoosophy. One of the questions to be resolved in undertaking a program is whether or not it is to be limited to education only, since it is difficult to ignore the many needs of the aging and to compartmentalize education. Another question which should be resolved is whether or not an educational program should be open door. If so, there are overwhelming problems in reaching the isolate.

There are unlimited possibilities for colleges going beyond educational services. If they do, however, it is recommended that they achieve a high degree of coordination within the community if they are to be effective.

The type of educational program which frequently appeals to the aged is that of outreach classes conducted in convenient neighborhood facilities during morning or afternoon hours (evening hours are usually less appealing to seniors), and posing no threats of examinations, grades (no credit), or even regular attendance. Special campus programs have appeal also (e.g., concerts, lectures, dramas, special senior citizen days, etc.), as does the gold card program (the limits should be carefully considered with respect to the latter, however, since this can be an extremely costly undertaking if all events are included).

(Workshop B. Cont.)

There is also the possibility of making an appeal to senior citizens to attend regular campus classes -- either for credit or merely to visit ("shop around"). The question of auditing credit courses arose and discussion revealed that this matter is being handled variously: visitation per se (with no attempt to generate ADA) and enrollment followed by a drop if the individual does not wish to complete the class (ADA).

A determination of local needs, an initial step in a program, can be achieved through needs-interest survey(s) made in target areas which are indicated in the 1970 census or in obvious fruitful areas within a community. The surveys made revealed that transportation is the most crucial need, and interests tend to arts and crafts, nutrition and health, travel, finances, current events, languages and language skills, and to some extent, humanities.

Another recommended step in initiating a program is that of forming a senior citizens' advisory group, which may also include faculty, specialists in aging, administration, and agency personnel. This will provide, not only contact with the aging community, but a proposal-making entity.

Contacting senior citizenry is an endless, highly personal, and even delicate matter. There is frequently resistance to re-entry (depending on self-image, health, transportation, background, etc.), and for this reason, total community awareness and support are imperative -- especially that of churches, senior groups, and key individuals. Although a needs-interest survey may provide broad categories of interest and priority, the actualization of a class frequently represents overcoming great obstacles of apprehension and inertia, to say nothing of the educator's insight into unvoiced or unrecognized needs and his "hard sell" to make a class go.

The staffing of direct services educational programs is currently being provided by regular teaching staff and by members of the community who are certifiable. Frequently retired persons are more than willing to participate in a program for their own means of expression and contribution.

The problem of pre-retirement education is crucial, not only because there is a definite need, but because it may help to overcome obstacles to participation in post-retirement programs. El Camino College provides two kinds of programs for people in their 40's and 50's: an external program (for companies employing 300 or more employees) and an internal program (for certified and classified employees within the college). To effect such a program they have created at El Camino (in collaboration with AARP) a group called "Creative Consultants on Aging" who contribute to community awareness and act as liaison with the local committee on aging.

The content of such a program includes films, lectures, and special programs having to do with psychological, financial, recreational, and educational needs and possibilities both in retirement and in making the transition to retirement.

WORKSHOP C

USING THE ELDERLY AS A COLLEGE AND COMMUNITY RESOURCE -- AVAILABILITY AND PLACEMENT

Chairperson: Dr. Keith Merrill, Monterey Peninsula College
Resource Persons: Dr. Jackie Ireland, West L. A. Community College
Ms. Denise Pickering, RSVP (Culver City)

The question of how community colleges can become involved in mobilizing the elderly as volunteers brought to light the importance, not only of the RSVP concept per se, but also of how colleges and RSVP complement each other. At West L. A. C. C., for example, senior volunteers contributed efforts in scheduling and follow-up health screening -- functions necessary to the success of the health fair. They are also of considerable assistance at the same location in the Community Services office.

The use of the elderly in direct service programs has been accomplished in other ways as well: as tutor. teachers, as providers of special types of programs (e.g. Santa Ana's living history series whereby seniors provided both elementary school and local TV programming through their autobiographies.

The use of the elderly in direct service programs is increased if volunteers are given opportunity to train for specific posts; thus many colleges are offering both credit and non-credit classes (short-term) such as Orientation for Volunteer Workers, Techniques of Geriatric Case Work, Orientation of Agency Board Members.

Student volunteerism was also discussed. That this can be successful is exemplified at DeAnza College where there is an Adopted Grandparent program: through the Student Field Experience Department, students are given credit for contributing companionship, transportation, and assistance to their adopted grandparents.

Two sensitive issues were raised during the discussion: both exploitation of volunteers and displacement of paid employees are in the wings.

WORKSHOP D

LEGISLATION IN THE AGING FIELD -- IMPLICATIONS FOR EDUCATION

Chairman: Dr. Norman Garrett, WLA College
Resource Person: Mrs. Janet Levy, Joint Committee on Aging, Calif. Legislature

Mrs. Levy discussed the make-up and function of the Joint Committee on Aging which includes the following people:

Assembly Members: Leo T. McCarthy, Robert Moretti, Frank Murphy
State Senate: Peter H. Behr, Joseph M. Kinnick, George N. Zenovich

Mrs. Levy acts as a consultant and prepares legislative items relating to older persons as a periodic report. Individuals interested in being placed on the mailing list should write to her, Room 4164, State Capitol, Sacramento 95814.

Workshop D, Cont.

A discussion presentation ensued regarding four items which are before the legislative body relating to Senior Citizens.

1. Assembly Bill 749 - Bee. Would add a gerontology commitment in the Dept. of Ed. and provide full funding of institutional employee training programs offered by public community colleges. Still in Committee.

2. Senate Bill 945 - Kennick. Establishes a consultant position in adult education for Senior Citizens. Killed in Senate Finance Committee.

3. ACR 127 - McCarthy. Establishes a tri-partite committee representing the community colleges, state colleges, and universities to study and report what is being done to serve the needs of Senior Citizens which can be met by the tri-partite level of higher education in California. This bill provides for training professionals and paraprofessionals in the field of aging, as well as teachers for the aging at these levels of education. A proposal is now being written to establish two institutes on aging (for the north and south parts of the State).

   (One of the most difficult jobs is that of educating the legislators with respect to the scope and potential of educational needs.)

4. Assembly Bill 2263 - Burton. Abolishes the existing Commission on Aging and creates a new Office of Aging with departmental status, and a new Commission with advisory status as well as advocacy function (Chap. 1080).

Copies of the Assembly bills and Senate bills are available through Miss Levy's office.

A discussion ensued regarding the Titles III, IV, V, VI, and VII of the Older Americans Act in California and the funding related to it.

Title III - Community services for older people (e.g. information-referral, transportation, "meals on wheels").

Title IV - Research, training, and demonstration.

Title V - Multi-purpose centers for the aging. No money.

Title VI - Voluntary action (e.g. RSVP, Green Thumb, Foster Grandparent programs). For information about Green Thumb, write Regional Director of Administration on Aging, Mel Spears, 5th and Fulton, Federal Bldg., San Francisco.

Title VII - Monies for nutrition (mainly congregate meals - ref. Menlo Park's Little House), 90% Federal money; 10% local. The 8.6 million dollars the first year will serve 16,000 people at $2.05 per meal ($.85 raw food). Will allow administration, transportation, and peripheral social services. Twelve million dollars the second year. (Cf. New York City's 65 meal sites which grew to 165 sites under Title VII. They get their services from other agencies.)

Workshop D, Cont.

Assembly Bills:

AB 1600 - Citation system for nursing homes. Law.
1601 - Licensing agencies giving referrals to nursing homes. Law.
1602 - Raise reimbursement rate of nursing homes. Vetoed.
1604 - SSI and supportive income. In committee.
(1605 - Day centers and supportive services. Vetoed.
(1606
1607 - Preventive health care; day care and activities; nursing consultants; pilot programs. Bill signed but no money.

(Send criticism and/or comments to the Senate Committee on Aging (Church, Oriol, ?).

Concerns:

1. Much funding is given to organizations whose specialties are locating money and writing proposals -- not delivering programs.

2. Certification of paraprofessionals is of concern to the Joint Legislative Committee. Legislation is at present in the discussion stages. Community colleges will be the main resource for training programs which build in certification. It was suggested by a participant that we form a task force to coordinate efforts in developing certification standards with respect to primary care givers (para-health aides, homemakers, day care center personnel, etc.). Also mentioned was the fact that we do not need to compete within our own institutions (these programs are interdisciplinary). We must develop the manpower (and the younger older person is a possibility) to deliver quality health and social services. Directors in nursing homes are eager for these qualifications (ref. the program in Ukiah through Adult Ed.).

WORKSHOP E

AGING AGENCIES AND COMMUNITY COLLEGES -- LEADERSHIP, PLANNING, AND FINANCING

Chairperson. Jerry Hein, Director of the California Commission on Aging
Resource persons: Dr. Bonny Russell, Chairperson of the Commission's Committee on Education
Jo Ann Hogue, California Commission on Aging

Jerry Hein spoke on the Older Americans Act (1973 Amend.) with respect to Title III which, while it was originally unplanned and uncoordinated in its allocations, will now be administered comprehensively and with a high degree of coordination. Demographic studies are now being made in twenty-three planning and service areas (PSA's) to identify demography, needs, existing resources; in addition, this study will establish needs priorities and target areas, as well as provide the basis for a comprehensive plan for coordinating and redirecting services.

Of the 8.5 million dollars allocated, 80% ($3,500,000) will go to target areas (San Diego County, Orange County, Los Angeles, San Francisco, Alameda, Sacramento, and its seven surrounding counties. These areas represent 63% of the aging population. The remaining 20% ($900,000) of the funds will serve non-priority areas

Workshop E, Cont.

(37% of the aging population). Number of aging population (100,000+) and per cent poverty were criteria for establishing target areas.

This money provides for meals and social services (transportation, information-referral, education on nutrition, health, etc.).

The Commission is exploring how to work more closely with community colleges and is anxious to do so. There is no research or demonstration money at the present time, and training funds will not be available until January 1974.

The Commission's ideas with respect to community colleges are as follows:

1. Provide educational opportunities for senior citizens.
2. Be key resources for development of programs.
3. Experiment, explore, and develop new educational methods and approaches, and provide models. Provide educational and cultural opportunities.
4. Develop greater awareness. Get to the needs, characteristics, conditions. Take action.
5. Promote coordination of aging resources. . .linkage between resources and the aging.
6. Provide general education to young students regarding aging persons.
7. Provide training for professionals, decision-makers, and community leaders with respect to the aging.

The Commission in 1974: wants a closer relationship with community colleges. They're looking for the design of this relationship. It may be an information exchange -- coordination on the part of the Commission.

Title IV training and manpower component: community colleges are designated as involved. Trainers are to receive training. UCB, USC, SDSU are already involved in the theory of aging; there will be programs for in-service training by several institutions as well as these three.

The best sources of funds for community colleges are via coordination with local Area Agencies on Aging, service clubs, local government, foundations who are interested in educational programs that are new and different.

WORKSHOP F

SPECIAL PROBLEMS IN REACHING THE AGED -- THE ISOLATED, THE MINORITY, THE POOR

Chairman: Mr. Rick Iwata, LA City College
Resource Persons: Mrs. Jacquelin Ridley, Plan Action for Senior Citizens, San Bernardino

Some of the ways in which we can reach the isolated senior citizen are by utilization of census reports, through outreach programs, door-to-door canvassing, through churches and neighborhood markets.

To reach the senior citizens who have had little contact with community colleges in the past, it is advisable to help them overcome fear. To do this, a student

Workshop F, Cont.

might be paired with an older person, agencies they are familiar with might be utilized, and use of the media -- including advertisements in frequented places-- might be a means.

There is much the community college can do in providing basic education or in referring such needs to other levels of education: provide off-campus locations (in an easily accessible area); utilize the conference telephone system.

CONFERENCE EVALUATION - Dr. Leon Levitt (USC)

Things of Value

1. Reaffirmation of the vigor of the community college movement
2. Face the realities -- there is little extra funding for aging. The emphasis is on tending to the basic needs first.
3. There is a survival aspect (a need for new students).
4. The percentage of the population over 50 is increasing -- there is a need to serve these people.
5. We have the approval of the Chancellor's Office, but we have been charged not to over-extend into areas not in our realm. We do have great potential in serving the aging.
6. We can learn from the Lifetime Learning Institute on how to deal with elderly students.
7. We should recognize boundaries and limitations.
8. We should look at all of the possibilities.
9. We should guard against replacing paid workers or exploitation in volunteer programs.

There was much information given during the conference, and many problems were defined; however the elderly were not adequately represented, there was need for more opportunity to question featured speakers, more handouts would have been helpful. The leadership should continue to share resources.

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